

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------------------|
| School name | The Fallibroome Academy |
| Number of pupils in school | 1563 (11-18), 1195 (11-16) |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 13 th December 2021 |
| Date on which it will be reviewed | 1 st July 2022 |
| Statement authorised by | Mr F Power |
| Pupil premium lead | Mr M Priest |
| Governor / Trustee lead | tbc |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £143,000 |
| Recovery premium funding allocation this academic year | £20,300 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £163,300 |

Part A: Pupil premium strategy plan

Statement of intent

The central element of our Pupil Premium Strategy lies in Quality First Teaching. By making sure that we keep expectations high for all students and that we support each individual to work hard in every lesson, we maximise the chances of our Pupil Premium students reaching their full potential. Alongside working with our staff to maximise the quality of lesson delivery, this approach has led us to focus heavily on maintaining the highest standards of student behaviour and effort in every lesson. It has also led us to being quick to intervene with respect to the minor organisational issues (punctuality, basic equipment, homework, etc.) that can slowly undermine a student's progress in school, especially if they come from disadvantaged background.

Alongside this work, we have also identified a number of key issues that typically impact negatively on the outcomes and experiences of our students. This includes:

- Subject achievement
- Attendance
- Persistent absence
- Behaviour standards in lessons and around school
- Homework completion
- Punctuality
- Uniform
- Extracurricular engagement

Rather than design a strategy that attempts to focus solely on Pupil Premium (PP) students, we have chosen to focus our efforts on dealing with how these issues typically impact negatively on the outcomes and experiences of all students. We believe that this is the correct approach to take because:

- We have a moral obligation to support all students who are having a negative experience at school, regardless of their background.
- As these issues typically have a disproportionately negative impact on PP students, we believe that any success we have in these areas will have a disproportionately positive impact on their outcomes.
- By taking this approach, we have deliberately set out to improve the outcomes for all our students. As such, while we expect our PP outcomes to improve, we do not expect to eliminate the gap between them and their peers entirely.

The actions listed in the table below describe the work we are doing in these areas. While we expect this work to have a positive impact on all our students, we have also listed targets that describe how we expect these strategies to impact specifically on Pupil Premium students. Our progress towards these targets is then recorded in our Pupil Premium Profile.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
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| 1 | Attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest they struggle for a variety of reasons. Our internal Pupil Premium Profile rates PP Achievement and High Ability PP Achievement as Amber/ Red. |
| 2 | Our internal Pupil Premium Profile rates PP attendance as Amber / Red and Persistently Absent as Amber. |
| 3 | Our observations suggest many lower attaining disadvantaged pupils lack support and the self-regulation strategies when faced with challenging tasks, notably in their ability to work independently and complete homework tasks. Our 2019 internal Pupil Premium Profile rates PP homework completion as Amber |
| 4 | Maintain the highest standards of behaviour for all pupils. Our internal Pupil Premium Profile rates PP homework completion as Amber/ Green in the following areas: In Lesson Isolations – <i>Number incidents</i> , In Lesson Isolations - Number of students with more than 1 incident, In lesson Isolations – <i>Number of students with more than 1 incident</i> , Out of Lesson Isolations – <i>Number incidents</i> , Out of lesson Isolations- <i>Number of students with more than 1 incident</i> , Exclusions - <i>Number of exclusion sessions</i> , Exclusions – <i>Number of students with more than 1 Exclusion</i> . |
| 5 | Recovering lost learning: Our strategy is integral to wider school plans for education recovery, notably in its targeted support through a range of interventions for students whose education has been worst affected, including non-disadvantaged students. |
| 6 | Extra-Curricular Engagement: All students to have access at all extracurricular opportunities. Disadvantaged students do not always fully engage with our extensive extra-curriculum opportunities. This will be measured and included in our internal Pupil Premium Profile. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| To achieve a Progress 8 score of 0 or higher for PP students. | <u>Actions Aimed at All Students</u> <ul style="list-style-type: none"> We have created an Assistant Principal role with a specific brief to oversee student achievement. Improving PP outcomes is a key element of this role. Through our curriculum modelling and our advice and guidance processes, we are careful to ensure that curriculum choices lead to valid and credible post- |

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| <p>To achieve a Progress 8 score of 0 or higher for high ability PP students.</p> | <p>16 pathways. We are especially careful to ensure that all our students maximise their P8 coverage whenever possible.</p> <ul style="list-style-type: none"> • We Work Pupil Premium disadvantaged students and their parents to establish high expectations for progress and attainment. • We have introduced small group tuition in Maths and English to support progress outcomes. • We have created supervised space to exclusively support Y11 students who wish to study during lunchtimes. • We have established sessions after school to support students who wish to practice examination questions in formal test conditions. • We frequently share good practice from high performing departments via middle leader and whole staff meetings. • We plan a wide range of interventions to support students who are below target (SLT, ML) • We have restructured Study Leave during the external GCSE exams so that students are much more closely supported at these times, especially if we believe they may lack the independent study skills to make positive use of this time. • We have introduced 'Futures Meetings' with parents to review outcomes for any student who we believe is at risk of not meeting their potential. • We identify particular Y11 students and give them a designated staff mentor to support them on an individual basis during the year. • We have a weekly Pastoral Team Meeting which is used to discuss arising pastoral issues and develop targeted support for individuals. • We hold a fortnightly Achievement Meeting (VP, LM Year 11 and Achievement Lead) to review the progress of Y11 students. • We hold a fortnightly Student Support Meeting (VP, Pastoral Lead, SEN Lead, and Achievement Lead) where we review and plan support for a designated caseload of students • <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>We have identified the following as particular barriers to learning for PP students:</p> <ul style="list-style-type: none"> • Low attainment on entry in Y6 • Low attendance • Poor behaviour standards • Low homework completion percentage • Preventing the attainment gap widening. Currently 20/32 subjects returned positive value added for disadvantaged students with good attendance. <p><u>Actions</u></p> <ul style="list-style-type: none"> • We meet individually with PP students and their parents to establish high expectations for progress and attainment. • We ensure all PP students have up to date revision guides and key texts as appropriate to each subject. • All DTLs report on PP attainment to VP and Achievement Lead follow each KS4 data entry. • We scrutinise the progress of all individual PP students following each data point and direct students to curriculum interventions as appropriate. • We ensure that identified PP students are included in small group interventions to support Maths and English. <p>The Assistant Principals for Curriculum and Achievement ensure that all disadvantaged students receive an options interview that is aspirational and that this is followed up with a career discussion.</p> |
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| <p>To achieve a PP attendance figure of 94.1% or higher (above the national figure for PP students)</p> <p>To achieve a persistent absence figure of 10% or lower.</p> | <p><u>Actions Aimed at All Students</u></p> <ul style="list-style-type: none"> • The Assistant Principal (Pastoral) has the responsibility of raising student attendance • We celebrate good attendance through initiatives such as the 100% attendance challenge, Easter Egg challenge and reward certificates. • Our Pastoral team send daily text messages to non-attenders. • We escalate attendance issues via a series of letters, parental meetings and possibly FPNs. • We meet frequently with parents to identify causes of low attendance and work to address these. • We work with other Trust schools to share good practice and improve our approaches in this area. <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>PP attendance and Persistent Absence continues to be an area that we are looking to improve. We have identified the following as particular barriers to attendance for PP students:</p> <ul style="list-style-type: none"> • Low parental support • Historical poor attendance <p><u>Actions</u></p> <ul style="list-style-type: none"> • We have developed a logging system and attendance tracker for key PP students • We have redeployed the Inclusion Assistant to focus on attendance and behaviour of PP students. This includes making daily phone calls to the parents of any absent PP students. • We have increased parental engagement through the use of the Inclusion Manager to support and gain traction with hard-to-reach families. This includes supportive meetings with families in a non-threatening environment. • The LM fortnightly attendance meeting focuses primarily on PP attendance. <p>We seek to buy in to the LA EWO service when this is available</p> |
| <p>To reduce the total number of PP exclusions to 30 or fewer.</p> <p>To reduce the number of PP students with more than one exclusion to 4 or fewer.</p> <p>To reduce the total number of internal isolations for PP students to less than 80.</p> <p>To reduce the number of PP students with more</p> | <ul style="list-style-type: none"> • To reduce the total number of PP exclusions to 30 or fewer. • To reduce the number of PP students with more than one exclusion to 4 or fewer. • To reduce the total number of internal isolations for PP students to less than 80. • To reduce the number of PP students with more than one in-lesson isolation to less than 20. • To reduce the total number of out-of-lesson isolations for PP students to 80 or fewer. • To reduce the number of students with more than one isolation for out-of-lesson issues to less than 20. • To reduce the number 'lates' per PP student to less than 8 per year. • To reduce the number of uniform cautions per PP student to less than 3 per year. <p><u>Actions Aimed at All Students</u></p> |

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| <p>than one in-lesson isolation to less than 20.</p> <p>To reduce the total number of out-of-lesson isolations for PP students to 80 or fewer.</p> <p>To reduce the number of students with more than one isolation for out-of-lesson issues to less than 20.</p> <p>To reduce the number 'lates' per PP student to less than 8 per year.</p> <p>To reduce the number of uniform cautions per PP student to less than 3 per year.</p> | <p>We ensure that a combination of Staff CPD, the Ready to Learn behaviour system, curriculum development and a strong focus on departmental and whole school approaches to rewards are used to deliver the following to our students:</p> <p>highly focused lessons high expectations of pupil involvement and engagement with their learning high levels of interaction for all pupils appropriate use of teacher questioning, modelling, and explaining an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups an expectation that pupils will accept responsibility for their own learning and work independently the regular use of encouragement and authentic praise to reward and motivate pupils.</p> <p><u>Additional Actions Aimed Specifically at PP Students</u></p> <p>We have identified the following as particular barriers to good behaviour for PP students:</p> <ul style="list-style-type: none"> • Punctuality: Cautions for students late to school are higher than for non-PP students • Higher number of internal isolations • Low parental engagement <p><u>Actions</u></p> <ul style="list-style-type: none"> • Each Learning Manager will identify key families and make phone calls as an added reminder of key events. • We use Refocus Cards and Inclusion to provide behaviour support to individuals' needs. • We closely monitor lates through R2L and work with students to address this • Learning Managers will identify key students for personal organisation-based interventions. <p>Low engagement with school from some parents of disadvantaged students in key whole school information events. We have increased our focus on communication around Parents' Evenings, year group information and use the Inclusion Team to build relationships with hard-to-reach families.</p> |
| <p>To remove barriers for the completion of Homework and build independent learning skills.</p> | <p><u>Actions Aimed at All Students</u></p> <p>Ensure that a combination of Staff CPD, the Ready to Learn behaviour system, curriculum development and a strong focus on departmental and whole school approaches to rewards are used to deliver the following to our students:</p> <ul style="list-style-type: none"> • The development of quality homework that extends the learning • The use of R2L to monitor student's homework completion • Communication of expectations via assemblies, staff meetings and information evenings. • The targeted use of homework club to avoid sanctions for non-completion. • LRC space available at lunchtime and afterschool for homework completion by students that have better developed study skills. • Year 11 study space used to support exam preparation and revision for Year 11. • The continued use of Google Classroom amongst staff, students, and parents. • Supporting disadvantaged students with loan devices <p><u>Additional Actions Aimed Specifically at PP Students</u></p> |

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| | <p>Barriers to learning these priorities address:</p> <ul style="list-style-type: none"> • Cautions for Homework are currently higher than non-disadvantaged • Some PP students lack an appropriate environment and facilities to complete homework • Some PP students lack parental ability to support • Some PP students have a lack of study skills and organisational skills <p><u>Actions</u></p> <ul style="list-style-type: none"> • Strategies for PP improving homework is a regular agenda item for LM meetings • We have tasked our Year 7 LM to increase the number of PP students meeting the criteria for Student Leader. Homework caution count has been a blocker for some PP students. One PP student met the criteria in 2019 and did not complete the application process. Monitor this through future PP profiles and intervene where appropriate. • We identify KS3 students who are struggling with homework organisation and then teach them Study Skills sessions. <p>Repeat homework offenders are tracked and intervention meetings are held by Learning Managers and Achievement lead to support individuals identified.</p> |
| <p>To incorporate the Recovery within the school improvement priorities.</p> <p>Recover lost learning and educational experiences for our community across all ability bands</p> | <ul style="list-style-type: none"> • To review and update our strategic response to these issues. • To provide additional academic and pastoral support for students across the school who have struggled during the Covid pandemic. • To provide additional academic and pastoral support for Pupil Premium Students as appropriate to their circumstances. • To provide additional academic and pastoral support for Y6-Y7 Students as appropriate to their circumstances. • To place 'quality first teaching' at the heart of our action plan for vulnerable students. • To review the academic outcomes and other key impact measures and adjust strategic plans accordingly. |
| <p>Monitor and increase the participation of disadvantaged students in wider school life and extra-curricular activities</p> | <p><u>Actions Aimed at All Students</u></p> <p>There are numerous opportunities for students to get involved in extra-curricular activities that both support and extend subject based learning and develop interests beyond subjects. The majority of our extra-curricular activities are communicated effectively to students and parent careers by a variety of methods. The development of a more consistent communication and improved website presence would benefit all students.</p> <p>The development and promotion of student leadership here at Fallibroome can have a great impact on student experiences within all areas of school life. All students have the opportunity to contribute to Student Leadership opportunities:</p> <ul style="list-style-type: none"> • Student Community Council • Student Leaders (Year 8,9,10) • Student Ambassadors (Year 11) • Student Management Team (Sixth Form) <p><u>Additional Actions Aimed Specifically at PP Students</u></p> |

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| | <p>Barriers that these priorities address</p> <ul style="list-style-type: none"> • Overcoming the culture of some students not participating in wider school events. • Lack of awareness of wider aspects of school life such as student leadership opportunities. • Weak behaviour standards in lessons and around school: behaviour standards have prevented some students engaging with the student leadership opportunities on offer. <p>We are also conscious that we have a lack of data to establish actual levels of engagement in wider school life. This is something we aim to address this year.</p> <p><u>Actions</u></p> <ul style="list-style-type: none"> • Develop the Pupil Premium Profile to include the monitoring of participation in Performing Arts, sporting activities, school trips and subject revision sessions. • Identify, monitor and track disadvantaged students' participation in our extra-curricular offer. • We have deployed the Year 7 LM to Increase the number of disadvantaged students meeting the criteria for Student Leader. There has been a low level of disadvantaged students meeting the criteria in 2019- 2021 and low completion the application process • We have deployed Community Managers to engage targeted students in Community events. • Create and promote opportunities for disadvantaged students to better informed about life experiences beyond their norm. <p>Highlight PP students for curriculum based residential and educational visits, music tuition</p> |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,681

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Quality First Teaching | <p>Compilation of Vulnerable Student Information sheets: disadvantaged learners in all year groups are identified and shared with staff to inform Learner Profiles/ Class RAP and to enable us to provide with a bespoke curriculum</p> <p>Use of INSET days to ensure all staff are aware of how to support students to make progress. Emphasis on staff identifying what the students in their classes don't know and teaching to those gaps Focus on short term and long-term retrieval.</p> <p>Compilation of Vulnerable Student Information sheets: disadvantaged learners in all year groups are identified and shared with staff to inform Learner Profiles/ QFT strategies established to enable us to meet individual learning needs</p> <p>'Classroom strategies shown to be effective for one ethnic or socio-economic group tend also to be effective for others.'</p> <p>Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</p> | 1,3,4,5 |

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| High quality teaching and schemes of learning; consistent and accurate assessment, identifying 'essential' knowledge and skills; tracking and monitoring of gaps. | <p>Ensuring departments have time to design, implement and evaluate curriculum, schemes of learning and resources.</p> <p>Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>EEF Toolkit research-based evidence suggests: Mastery learning + 5 months Metacognition and self-regulation + 8 months Feedback +8 months</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> | 1, 5 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,348.65

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>National Tutoring Programme</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. English, Maths and Science sessions arranged for Y11 hard to engage and KS3 PP</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 5 |

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| Recovery Associate Assistant Principal 1: Build support packages for KS3 students. | Baselining all Y7 in the absence of national KS2 data. Identifies students in need of SEN, literacy, and other interventions. | 1, 2, 3, 5 |
| Year 7 CAT Testing | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | |
| Year 7, 8 and 9 Spelling and Vocabulary Testing | Reactive testing, literacy focused intervention to add consistency by replacing the existing testing system. Vocab gap has grown for disadvantaged pupils nationally. | |
| Bedrock Literacy Programme | To raise standards of Literacy and Numeracy for those students joining the school below the required end of KS2 standards Recovery for KS3 with weak literacy, 2 x 15 minutes sessions per week per student (self-paced) with data feeding back to KS3 coordinator and the English team. Students expected to make accelerated progress from their starting points and close gaps Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Develop a bank of Form Time activities that are aimed at raising the profile of and improving literacy and numeracy levels. Students expected to make accelerated progress and close literacy and numeracy gaps | |
| Year 7 to Year 9 Literacy and Numeracy Tutor Time activities | EEF Toolkit research-based evidence suggests: Feedback +8 months Collaborative learning +5 months Mastery learning + 5 months Collecting relevant information to support identification of gaps and need. | |
| KS3 Tracking Document | Develop new ways to monitor and track underachievement at KS3. Identify gaps in knowledge and misconceptions that will inform interventions. | |
| Year 8 and 9 Maths Intervention | Targeted at pupils who have made significantly less progress than tracked to do so. Stage based work to be completed. | 1, 5 |

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| | <p>EEF Research shows that Small Group Tuition can add +4 months onto a learner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | |
| Identifying Academic Concerns Years 8 to Year 11 - interventions and support | <p>To be able to identify students' individual needs and set appropriate.</p> <p>Develop new ways to monitor and track underachievement at KS3. Identify gaps in knowledge and misconceptions that will inform interventions.</p> <p>EEF Research shows that Small Group Tuition can add +4 months onto a learner.</p> | 1, 5 |
| Coordinating Y11 Small Group Maths, English and Science | <p>Targeted support for PP students is mapped out across the year to include all of the interventions above and to identify areas where additional support can be given to a child Eng: A 6 week programme (3 lessons per week) of targeted additional English Language intervention students in Y who are underperforming</p> <p>Maths: A 6-week programme (3 lessons per week) of targeted additional Maths intervention to a cohort of students with shared knowledge gaps in specific ability bands.</p> <p>SCI: support meetings, organising study packs, directing students to appropriate resources.</p> <p>'A majority of 19year olds who have been eligible for free school meals leave education without a good standard of recognised qualification in English and Maths.' Education Endowment Foundation 'The Attainment Gap' 2019</p> <p>EEF Research shows that Small Group Tuition can add +4 months and mentoring can have some impact on PP learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 4, 5 |
| Recovery Associate Assistant Principal 2: Build support | <p>Develop interventions that attempt to address gaps in the following areas:</p> <ul style="list-style-type: none"> Academic underachievement in specific subjects. | 1, 3, 5 |

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| packages for KS4 students. | <ul style="list-style-type: none"> • Coursework Catch-Up • Attendance • Organisational issues (homework; equipment; late-ness; etc.) • Mental health and wellbeing | |
| Mentoring Programme | <p>Enhanced tracking and monitoring of Year 11 concerns are documented in the Google Sheet from the Achievement Reviews,</p> <p>Disadvantaged students are identified based on clear criteria to take part in a programme including mentoring, catch up sessions, Growth Mindset and rewards to build self-esteem and to promote progress and attainment across all subjects.</p> <p>Ensure all disadvantaged students monitored and prioritised for wider pastoral support via progress leaders and pastoral support staff. One to one interviews and priority given</p> <p>Y11 Focused - help students to develop coping strategies, enhance their motivation, raise their aspirations, and encourage them to re-engage in learning.</p> <p>EEF Research shows that Small Group Tuition can add +4 months, parental engagement can add +3 months and extending school time can add +2 months onto a learner. Social and Emotional learning can add +4 months.</p> | |
| Year 11 Bespoke Intervention packages and monitoring | <p>Individual Student Recovery Meetings</p> <p>Individual Student/ Parent Futures Meetings</p> <p>Year 11 Exam Support</p> <p>Disadvantaged students are identified based on clear criteria to take part in a programme including mentoring, catch up sessions, Growth Mindset and rewards to build self-esteem and to promote progress and attainment across all subjects.</p> <p>Students who are not meeting the expected levels of attainment or progress are identified by their subject teacher and swift interventions are applied both inside and outside of the classroom.</p> <p>A programme of live and digital sessions aimed at supporting Y11 students with knowledge gaps and retrieval in preparation for their examinations.</p> | |

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| | EEF Research shows that Small Group Tuition can add +4 months, parental engagement can add +3 months and extending school time can add +2 months onto a learner. Social and Emotional learning can add +4 months. | |
| <p>Appointment of Associate Assistant Principals Recovery Associate Assistant Principal 3: Improving our online provision.</p> <p>Blended/ Remote Learning</p> <p>GCSE Hub Refresh</p> <p>GCSEPOD Digital Resource</p> <p>Safeguarding Software update for student loan devices</p> | <p>Work with Directors of Teaching and Learning to build a comprehensive package of Recovery support materials that students can access online.</p> <p>Review existing commercially available software, including that already in use by departments, that might support this agenda</p> <p>Build on established routines for the delivery of and access to online lessons for students that are isolating. Supporting students and staff with access to training and technology that will enable blended/ remote learning.</p> <p>Update KS4 online provision, open to all students, in all subjects, to accelerate learning for Y10-11.</p> <p>Building a comprehensive package of Recovery support materials that students can access online. To become an integral part of our intervention, offer for catch up and stretch and challenge.</p> <p>Improving access to technology to develop school's hybrid approach to home-learning. Purchase 41 safeguarding licences for devices allocated to students for home use.</p> <p>EEF Research shows that Digital Technology can add +4 months onto a learner- curriculum bids can be used for this. They can also be used to support Homework (+5 months) and extending school time (+2 months).</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that improving the use of technology and providing resources for home learning is crucial for improving outcomes for students.</p> | 1, 3, 5 |
| <p>Year 9 GCSE Ready</p> <p>A combination of targeted online resources and teacher led tutoring for targeted students that require</p> | <p>Providing staffing to enable short off timetable interventions.</p> <p>Create opportunities for holiday catch up sessions.</p> <p>Mastery learning has been used successfully across the curriculum but particularly for reading, Mathematics and Science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).</p> | 1, 3 |

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| additional support in an option subject | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | |
| Supervised Homework Club and GCSE Study Room | <p>Establish a supervised homework club for all students to access.</p> <p>Establish a GCSE study area to encourage independent learning in a focused study environment.</p> <p>EEF: Most homework set is individual, studies involving collaboration with peers have higher effects (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> | 1, 3, 5 |
| School Led Tutoring | <p>Aimed at KS3 – Engage students with academic tutors outside of school time to address underperformance in identified subjects.</p> <p>Students whose levels of participation, attainment and progress were affected by national lockdown have been identified for further interventions. Recovery premium expenditure used.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 89,887

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| To improve the attendance of Pupil Premium students as a focus group with particular focus on those students with Persistent Absence | <p>Whole School attendance is consistently higher than the attendance of disadvantaged students.</p> <p>Systems in place to increasing attendance at school amongst disadvantaged pupils when compared to non-disadvantaged students.</p> <p>Fortnightly meeting between AP (Pastoral) and LM to discuss attendance of caseload students</p> <p>Phone calls/ email contact from Learning Manager to parent</p> <p>Formal letter outlining attendance concerns</p> | 1, 2, 5 |

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| | <p>Identified students - daily phone calls for any students absent by MNR</p> <p>Formal letter to parents explaining that any further medical absences will need to be supported by a Doctor's note</p> <p>Attendance meeting in school with LM</p> <p>Formal attendance meeting in school with LM and SMA/MLD</p> <p>Application for FPNs</p> <p>Principles of an effective whole school attendance strategy</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | |
| School Counsellor | <p>We can now refer to our fully trained counsellor and pupils are seen within school hours, triaged to the same day if an emergency.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> | 1, 2, 4, 5 |
| To improve the behaviour of Pupil Premium students as a focus group with particular focus on students identified as a concern. | <p>Data is monitored throughout the academic year. Key worker allocated to work closely with parents / carers of identified pupils. Pupils benefit from input from the Inclusion Centre supported to attend and reintegrate positively back into school. 'On-call' facility for pupils to use when in need of additional wellbeing support.</p> <p>The Pupil Premium Profile shows that our internal behaviour support is far more successful and cost-effective versus buying into external/outreach support. The impact of this service can be seen in the significant reduction in rates of disruptive behaviour and serious incidents presented by pupils.</p> <p>EEF Toolkit research-based evidence suggests: Mentoring +0 months Behaviour intervention +3 months Parental engagement +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 1, 2, 3, 4 |
| Variety of extra-curricular activities available, | Disadvantaged are entitled to the same high-quality enrichment and cultural capital as non-disadvantaged without the financial burden on families. | 6 |

| | | |
|---|---|------------------|
| including field work and curriculum-based trips | <p>PP receive the same high-quality equipment and resources and removes the financial burden from families</p> <p>Cultural capital opportunities will be mapped from the curriculum and every department and Pupil Premium engagement will be recorded in the Pupil Premium Profile.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| Parental Engagement | <p>Monitor and increase opportunities for parents to engage with their child's learning</p> <ul style="list-style-type: none"> • Online Parents' Evenings • Online Information Evenings • Online Subject Revision Support Evening <p>Parental Engagement: Moderate impact for low cost based on extensive research.</p> <p>Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | 1, 2, 3, 4, 5, 6 |

Total budgeted cost: £ 171,916.65

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| Aim | Outcome |
|---|--|
| To achieve a Progress 8 score of 0 or higher for high ability PP students. | Pupil Premium Value Added is recorded as -012 and Progress 8 = 0 (July 2021) |
| To achieve a Progress 8 score of 0 or higher for high ability PP students. | High ability Value Added is recorded as 0.04 and Progress 8 + 0.75 |
| To achieve a PP attendance figure of 94.1% or higher (above the national figure for PP students) | No full year summary data available |
| To achieve a persistent absence figure of 10% or lower. | |
| To reduce the total number of PP exclusions to 30 or fewer. | No full year summary data available |
| To reduce the number of PP students with more than one exclusion to 4 or fewer. | |
| To reduce the total number of internal isolations for PP students to less than 80. | |
| To reduce the number of PP students with more than one in-lesson isolation to less than 20. | |
| To reduce the total number of out-of-lesson isolations for PP students to 80 or fewer. | |
| To reduce the number of students with more than one isolation for out-of-lesson issues to less than 20. | |
| To reduce the number 'lates' per PP student to less than 8 per year. | |
| To reduce the number of uniform cautions per PP student to less than 3 per year. | |

| | |
|--|---|
| To remove barriers for the completion of Homework and build independent learning skills. | |
| <p>To incorporate the Recovery within the school improvement priorities.</p> <p>Recover lost learning and educational experiences for our community across all ability bands</p> | <p>Recovery is a clearly defined stand of the SIP</p> <p>A range of catch up and intervention packages were implemented. Details are available in the 2020-21 Recovery Strategy document.</p> |
| Monitor and increase the participation of disadvantaged students in wider school life and extra-curricular activities | Our ability to offer a full extra- curricular programme was impacted by COVID -19 safe operating measures. No full year summary data available |

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| | |
| | |

Further information (optional)

Free School Meals and the Pupil Premium

The national framework for supporting young people from families facing hardship to reach their full potential in education uses free school meals as a guide for further support. If your young person has been entitled to free school meals in the last 6 years, they will then in turn be eligible through funding provided to school directly (called the Pupil Premium) for further support. A more detailed explanation as to how this support works please see our Pupil Premium statement.

Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on -paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit -if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Applying for Free School Meals

- Parents and carers must apply for free school meals through their local authority website. Applications from within Cheshire East can be made by following this link: <https://synergyweb.cheshireeast.gov.uk/Website/Enquiries/Citizen/FreeSchoolMeals.aspx>.

We are unable to provide free school meal entitlements ourselves unless an application has been approved.